**Lesson Plan Outline**

**Lesson Title:** Teaching, Speaking, and Listening

March 15th, 2010 50 Minutes

**Lesson Overview:** To teach Shakespeare in the context of speaking and listening.

**Lesson Rationale:** Our lesson reinforces Burke’s rationale that speaking well, whether to an individual or group, is essential to our social and professional success. We are using the Polonius speech from Shakespeare’s *Hamlet* to reinforce the idea that good writing goes hand in hand with effective speech. By translating this speech into a “lay” language, we are promoting personal expression in student’s writing and speech. We are employing group strategies to reinforce collaborative learning.

**Lesson Objectives:**

Upon successful completion of the lesson, students will be able to:

* identify to five primary purposes of speeches
* analyze a speech and its inherent purpose
* write an effective speech with a specific purpose in mind

**Sunshine State Standards:**

**Instructional Resources and Lesson Materials Needed:**

* Copies of the Polonius Speech (and translation) for students
* Computer (Power point Presentation)
* Paper
* Writing Utensil
* Index Cards
* Burke Book (student reference)

**Lesson Sequence** (include approximate times for each segment):

* Introduce the five main principles of speech (3 minutes)
* Class will view the Martin Luther King “I Have a Dream” Speech and a will have a discussion of the speech and its inherent purpose. (7 minutes)
* Continued Power Point Presentation

Discussion on common types of speech in an English class as well as Focus Questions and Tricks of the Trade for student speakers, Four Types of Reading (10 minutes)

* Polonius Letter Activity Modeling for Students (8 min)
* In groups, students will collectively construct a “Polonius Letter” from the perspective of a high school teacher giving advice to a perspective graduate. (12 min)
* Discussion Wrap Up (10 min)

(This is how you tap into students’ prior knowledge and establish the focus for the lesson.)

**Procedure (explicit)**

(This is what you are teaching, why it is important for students to know, how it is done or what it looks like, and opportunities for students to practice. Between segments, feedback should be provided by the teacher, peer students, or through self-evaluation.)

* + *What* the concept/strategy is: The concept of this lesson is to grasp an understanding on different types of speeches and their purposes. Students are to also become familiar with ways in which writing can improve their speech.
  + *Why: It is important to learn these strategies because it is important for students learn how to properly speak to different audiences.*
  + *How* (Modeling: Teacher demonstrates while students watch) In this exercise, the teacher will act out a specific scene, in this case a scene from Hamlet, and translate the scene into modern day language.
  + *Guided Practice* (Teacher and students do together)
  + Feedback
  + *Independent Practice* (Students do and teacher observes)
  + Feedback

\*Adaptations for different levels of ESOL students if necessary

**Assessment and Assessment Criteria:**

**Students will be assessed on their:**

* Participation in class discussion
* Quality of writing in their speech
* Quality of delivery of their speech

(Assessment should be related to the lesson’s objectives. How will you assess students’ ability to demonstrate the lesson’s objectives? Note: “completion” of a worksheet or “participation” in task is not an adequate assessment. What are you looking for in the completion or participation?)

\*Adaptations for different levels of students if necessary

**Lesson Plan Extensions and Modification Ideas**

**-Limit the amount of group presentations to allow for wrap up and discussion**

(How would you truncate or elaborate on the lesson to adjust for student needs, time constraints, etc.?)